

AGS 598 – Individual Supervision

Course Syllabus

1. Course Designation:

- Course Number 598
- Prerequisite: Internship Orientation, Internship 591-4 and 597
- Individual Supervision
- Current internship placement required with 40-80 hours per quarter logged
- This course will yield 1 credit
- Student receives 6 hours of Clinical Instructor supervision in this course

2. Course Description:

- This course provides students with one-to-one case supervision by a Clinical Instructor, to verify application of Adlerian and general therapeutic competencies, and to discuss the application of competencies with a Clinical Instructor. The Clinical Instructor discusses student goals regarding these competencies and offers help with the case. Individual Supervision usually begins after a student has attended the first of three Advanced Internship 597 courses.
- The Clinical Instructor either conducts co-therapy with a student and the client or observes/listens to and critiques videotapes or audio tapes of counseling sessions. One client (individual, couple, family, or group) is seen over a period of weeks with supervision occurring after or between sessions.
- The student selects a Clinical Instructor from a list of approved instructors, which is included in the Internship Manual. The student is responsible for setting up the supervision and for providing the instructor with a case history and treatment plan, evaluation forms, and directions to the site, if necessary.
- The student initiates an agreement with the client and site supervisor to conduct therapeutic services under individual supervision. The student is expected to spend from four to ten sessions with one client, with one back-up case in the event of early termination by the initial client. The clinical instructor will provide six hours of supervision during this time.

3. Learning Outcomes:

Students learn to identify and use Adlerian and other therapeutic interventions to achieve client goals as presented in a treatment plan. Through observation and/or review of taped counseling sessions, students receive feedback about their clinical skills and integrate instructor suggestions in their work.

4. Assessment of Learning Outcomes:

Numbers and letters in parentheses indicate CACREP designation.

- Students learn about counselor and consultant characteristics and behavior that influence helping processes, including age, gender and ethnic differences, verbal and non-verbal behaviors and personal characteristics, orientation, and skills. (5.a)
- Students learn an understanding of essential interviewing and counseling skills so that the student is able to develop a therapeutic relationship, establish appropriate counseling goals, design intervention strategies, evaluate client outcome, and successfully terminate the counselor-client relationship. Studies will also facilitate student self-awareness so that the counselor-client relationship is therapeutic and the counselor maintains appropriate boundaries. (5.b)
- Students learn counseling theories that provide the student with consistent models to conceptualize the client presentation and select appropriate counseling interventions. Student experiences include an examination of the historical development of counseling theories, an exploration of affective behavioral and cognitive theories, and an opportunity to apply the theoretical material to case studies. Students will also be exposed to models of counseling that are consistent with current research and in the field so that they can begin to develop a personal model of counseling. (5.c)
- Students learn etiology and criteria providing for multiple mental disorders with a review of clinical approaches and a review of the DSM—IV to provide accurate application of knowledge to treatment. (5.d)
- Students learn a systems perspective that provides an understanding of family and other systems theories and other major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling. (5.e)
- Students learn a general framework for understanding and practicing. Student experiences include an examination of the historical development of consultation, an exploration of the stages of consultation and the major models of consultation and an opportunity to apply the theoretical material to case presentations. Students begin to develop a personal model of consultation. (5.f)

- Students learn an integration of technological strategies and applications within the counseling and consultation process. (5.g)
- Students learn the ethical and legal considerations of counseling and consultation. (5.h)

5. Course Content:

Student prepares client case history and treatment plan for four to ten sessions. Clinical Instructor and student engage in six hours of supervision which may include a combination of co-therapy, audio tape review, or video tape review.